**Level 4**

**Science and Technology: Curiosity and Exploration**

**Why does man explore? How does literature allow us to explore?**

**Intermediate Mid/High**

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| **Level 4 - mid year** | | **6-8 weeks** | | | **tell and retell 3 time frames** | |
| **Unit Goals** | | | | | | |
| Learners will be able to:   * Explain the plot, characters, scenes, symbolism and themes in *Le Petit Prince* * Describe the characters and their priorities in *Le Petit Prince* and evaluate the degree to which these characters and priorities exist today * Retell both literary and informational stories of exploration * Define curiosity and give examples from their own lives and from the texts they are reading * Discuss why exploration is important to man and why failure is often part of exploration * Share information about a specific exploration giving details — who, what, when, why and result | | | | | | |
| **Summative Performance Tasks** | | | | | | |
| **Interpretive** | | | | | | |
| * Read about the modern day adaptation of Le Petit Prince in order to identify similarities and differences from the original and why an adaptation was considered necessary. [Pourquoi Le Petit Prince est-il universel ?](http://www.europe1.fr/livres/pourquoi-le-petit-prince-est-il-universel-279091) * Listen to a documentary about an explorer and complete a graphic organizer to identify key ideas and some supporting details. [Qui était le Commandant Cousteau ?](https://www.youtube.com/watch?v=lzgXmYVIYEw) * Read and then listen to an interview with an astronaut who is about to go into space and identify the key details that are shared. [Prêt à partir dans l'espace](Prêt%20à%20partir%20dans%20l'espace%20%20En%20savoir%20plus%20:%20https:/www.1jour1actu.com/monde/pret-a-partir-dans-lespace-thomas-pesquet-repond-aux-enfants-66473) | | | | | | |
| **Presentational** | | | | **Interpersonal** | | |
| **Polished:** Create a representation of the key lessons of *Le Petit Prince* for a 2018 audience.  **On Demand:** Write about the role of curiosity and exploration in your life. Make comparisons between what you have learned and what Le Petit Prince learned and/or what others have learned through exploration. | | | | Have a conversation with a partner or in a small group. Talk about the key characteristics of an explorer and determine who has those characteristics. Identity and prioritize ongoing and future explorations and determine a priority explaining your choices. Share your priorities with others. | | |
| **Can Do Statements** | | | | | | |
| **Interpretive** | * (R & L) I can share information about explorers based on what I have heard or read. * (R & L) I can identify key details of a current event exploration. * (R) I can read details about a character and complete a graphic organizer on that character. * (L) I can watch a documentary about an explorer and identify key information about that explorer. | | | | | |
| **Presentational** | * (S & W) I can organize information about an explorer to share with others. * (S) I can introduce myself in the role of an explorer. * (W) I can identify a quote of personal importance and explain its relevance to my life. | | | | | |
| **Interpersonal** | * I can participate in a “meeting of the minds” mixing and mingling with others who are role-playing explorers from cultures where target languageg is spoken. * I can role-play an impromtu conversation between two inhabitants of different planets in order to compare notes on the Little Prince. * I can define discuss the role that curiosity plays in my life and compare my thoughts to those of others. * I can share a personal story about failure with a partner and talk to identify similarities and differences in our stories. | | | | | |
| **Supporting**  **Functions** | | **Supporting**  **Structures/Patterns** | | | **Priority**  **Vocabulary** | |
| * define curiosity; give opinions on the value of curiosity and exploration * tell and retell stories about personal curiosity and exploration * tell and retell literary and informational stories of exploration * describe with detail the elements of a story - plot, theme, characters, scenes and symbolism * say what I would explore/do if I had the opportunity | | * sentence frames and questions for asking and giving opinions * I think that, It seems * Curiosity is important because… * Do you really think that… * subjunctive as necessary for some lead-ins, * past, present, future * When I was 9… * past, present, future * narration and description in 3 time frames * Si clause imparfait/conditionel | | | * literary terms - plot, scene, character, theme, etc. * key vocab/well known quotes - *The Little Prince* * terms related to selected exploration * descriptive vocabulary * sequencing words | |
| **Key Learning Activities/Formative Assessments** | | | | | | |
| Key Learning Activity/Formative Assessment  *(representative samples from beginning to end of unit)* | | | How does this activity support the unit goals or performance tasks? | | | Mode of Communication |
| As students read *Le Petit Prince*, they complete a diary describing the characters that the Petit Prince meets on his travels and how these characters resemble people in today’s world. | | | Students develop a character in detail and make connections between literary characters and real-world personalities. | | | Interpretive  Presentational |
| Match and discuss adjectives that relate to the various planets according to key characteristics of each planet’s inhabitant. | | | Expand descriptive vocabulary by considering the setting and characters in a novel. | | | Interpretive  Interpersonal |
| Role play a conversation between the Petit Prince and one of the inhabitants of a planet. Alternatively, take on the role of the inhabit of one of the planets and interview each other to get to know some basic information about that person/object. | | | Build understanding of character, setting and plot through role play. | | | Interpersonal |
| Research an explorer from the Francophone world or an explorer of interest and share their story with the class. Literary - Jules Verne, Informational Jacques Cousteau. Role play different explorers and interview others to see who they are, what they did. | | | Tell and retell current and past event stories by relating information on key explorers or explorations. | | | Interpretive  Presentational |
| Follow the story of a current event related to exploration. Discuss the details. Consider potential implications in small group discussions. Consider what comes next. Give your opinion on why this exploration is of interest to you and/or others. | | | Consider impact of current exploration on personal life. See self as explorer. | | | Interpretive  Interpersonal |
| Identify explorers especially those who may have spoken the target language who impacted your community in the past. Create a multi-media presentations to retell their stories. | | | Tell and retell stories. | | | Interpretive  Presentational |